<table>
<tr><td>Candidate Name: Rene Noel</td><td>Lesson Title: Sea Levels</td><td></td></tr>
<tr><td>Service Delivery:
☐X self-contained
☐ push-in
☐ pull-out
☐ co-teaching
☐ One teach one assist
☐ One teach one observe
☐ Team teaching
☐ Parallel teaching
☐ Station teaching
☐ Alternative teaching</td><td>Lesson Purpose:
X content-based lesson
☐ skill based lesson
☐ executive function centered lesson
☐ advisory
☐ Social Emotional Learning (SEL)
☐ morning opening
☐ afternoon closing</td><td>Estimated Length of Lesson:
50 Minutes</td></tr>
<tr><td colspan="2">Accommodations Needed or IEP Goals for Consideration:
.</td><td>Materials:
Graphic Organizer
Essay Outline Template
Notes, Outlines, and Instructions
Visual Cues</td></tr>
<tr><td colspan="3">Standard(s): W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 3.)</td></tr>
<tr><td colspan="3">Adult coordination/collaboration:
What will the responsibility share look like between the adults in the room?</td></tr>
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The teacher will provide the instruction and materials needed to support the student in developing our Big Think for the lesson. Para will check for understanding with students to ensure that students are using learning tools and materials.

Lesson Objective(s): Students will read in partner groups about how scientists collect data in various environments, analyze the data, and create a claim based on the analysis.

Learning Outcome(s): Students will be able to Look at:

- Changes in sunlight due to solar activity can affect climate.
- Volcanic activity can affect climate.
- Changes in carbon dioxide due to plant growth or human activity can affect climate and can help explain current temperature increases.
- Climate is impacted when something changes energy flows into or out of Earth systems, but it is unclear how carbon dioxide does that.

How will you communicate the Lesson Objective(s) or Intended Learning Outcome(s):I will post the learning objective on the whiteboard and use the first 5 mins of class to build an anchor chart to support visual learning as well. The class will check for understanding by having a small group discussion about the learning objective.

Prerequisite skills: Knowledge of what a claim is. Understanding the definition of analysis and data. Sea Level Rise

Introducing and Linking Learning: The Big Think Welcome to our Big Think: How do scientists collect data? How to they use it to draw conclusions and create a claim.	**Estimated Time: 10 minute** **Accommodations needed:** • Anchor Chart • Graphic Organizer for definitions •
Progression of Lesson (I Do, We Do, You Do):	**Teaching Strategy** X Direct instruction

I Do: **(I DO):** I will present a lecture to the class introducing the vocab. **(I DO):** I will instruct students to think of a claim and explain what data that gather to come to their conclusions and talk with their elbow partners **(I DO):** I will model the discussion that I would like to see with elbow partners **We Do:** **(WE DO):** As a class we will brainstorm and come up with an anchor chart to support our learning. We will also read together to that we have a shared understanding of the material. **You Do:** **(YOUDO):** After we finish reading, each student will use their graphic organizer to begin to compile the information from the text needed to draft their first claims	X Group work ☐ Independent work ☐ Experiential instruction ☐ In-direct instruction ☐ other ____________ **Teaching Activity** X Modeling ☐ Stations X Class discussion ☐ Think/Pair/Share X Graphic organizer ☐ Inquiry/PBL ☐ Technology (indicate or link below) ___________ ☐ other ____________ **Estimated Time: 30 minutes** **Accommodations needed:** **Para support, Graphic Organizers, highlight markers**
UDL Strategies: UDL Strategies: Provide multiple opportunities to access the text. Use graphic organizers and sentence starters to support claim development	
Assessment and Feedback from teacher or other adult: In what ways do you plan to check for understanding throughout the lesson? During group work, myself and paras will ask for check of understanding What is your data collection procedure to assess the learning for this lesson? I will use the exit ticket to assess. I will collect the students' writing samples. When and/or how will you provide feedback based on data collected? I will use the written claims and an exit ticket and provide prompt feedback by	**Assessment for Learning** ☐ **Anecdotal comment** ☐ Class observation ☐ Conference/debrief ☐ Formal assessment X 1:1 Discussion ☐ Oral presentation ☐ Small group conversation X **Student work sample** ☐ Exit ticket ☐ other ____________ **Estimated Time: 10 minutes** **Accommodations needed:** Grading Rubric

the next class.	
Peer and/or self-assessment: Does this lesson or an aspect of the learning today allow for peer to peer or self-assessment? No, but there will be opportunities for peer to peer discussions and activities which should provided informal assessments	**Assessment as Learning** ☐ Peer-assessment ☐ Self-assessment (oral) ☐ **Self-assessment (written)** **Estimated Time: 0** **Accommodations needed:** Non- needed
Summary/Closure: Did the closure include any reflection of what was learned or what learning is to come in the next lesson? A reflection on how the student felt about writing an Expository Essay and what they took away from the experience.	**Estimated Time: 10 minutes** **Accommodations needed:** Non-needed

Reflection

1. What was the teacher's role in creating access for all students?
2. Explain why the 2 adaptations resonate with you as a teacher and learner.

As a teacher, my role in creating access is to create materials and instructions that provides multiple opportunities to access the lesson and the text. By making use of graphic organizers, anchor charts, sentence starters and reading out loud I believe this puts my student in the best situation to accomplish that goal of access. The 2 adaptations that resonated with me were reading outloud with students and that some students read alone.